

Initial Topic: How Are You Doing with Outcome Management? How are you doing relative to your milestones?

- Projections appear to have been problematic in our program, particularly for low ASE & high ASE levels.
- Positive experience so far.
- On track, allows us to look at how we did and allowed us to make adjustments
- Enrollment okay, follow-up survey & post-testing are challenging
- Going well but challenge – post-testing + 12+ hours → Q3 will show more → due to design
- Good but we had a late start pre-testing, will get to targets in Q3 & Q4 – post-testing issue; gains not where we want it to be
- Very well, 1 concern
 - Q2 enrollment projections off BUT because of better retention (20 hour program)
- On target, albeit worried re: Q3 – post-testing
 - Enrollment projections not right (low for ESOL, high for ABE...)
 - More options for ESOL
- On target, post-tests not until Q3/Q4

**Engagement
Issues/Questions**

How to affect (+,-) # of sign ups?

How to increase # of students attending orientation?

How to increase # of students pre-testing?

Projections precision issue

More people than tutoring/classroom (training) capacity, facilities

**Retention/Persistence
Issues/Questions**

How to maintain retention/persistence beyond the first 3 weeks?

- ***We realized that design changes can affect persistence and attendance: we start our evening classes at 6 p.m. now because learners needed a bit more time to get to class from work. We also looked at attendance and noticed that Mondays and Fridays were problematic in our three-session per week program***

so we discontinued classes on Monday and Friday. We also in the recruitment made it clear that the expectation is to attend all 3 sessions, not 2.

- ***Other programs had the opposite experience***

How to reduce # of students leaving before they have 12 hours of instruction?

How to increase attendance of ABE students? (= lower than ESOL)

How to increase retention/persistence in evening program? (= lower than day)

How to re-engage students that have stopped out?

Advancement Issues/Questions

How to increase # of students? (Pre-tested? Post-tested?)

How to capture advancements made not covered/captured by the post-test?

Group I priority – retention/persistence solutions

The group decided to focus on retention/persistence solutions

- Strong orientation (orientation & instruction combo)
- Strong case management (embedded in 1 on 1 tutoring). Four of the nine programs in this group have paid case management functions either through RIDE grant resources or through matching resources.
- Embrace culture of achievement – faculty – students (events/attendance rewards/incentives/gift certificates) – healthy competition
- CALL participants when they miss a class.
- Power of combining class & orientation
- Mentoring to be added
- Engaging instruction
- Use data & team approach = how case managers + instructors can use the data
- Students need to know
- Child care – issue for all – 1-2 have solution
- Challenge: All ES comprehensive(?) orientation – okay overall – multiple options, including bilingual
- Whole process has been enlightening

- ES evaluation → milestone – design

Parking Lot

This group changed the Parking Lot Issues title to Launching Pad to refer to next steps to be taken or issues to be addressed in the near term:

- Every 3 weeks as a team analyze the data
- Launching pad
- Share details re: case management – role models, lost(?), data tracking
- Engaged instruction = how to share?
- Systemic = child care/transportation
- Use amendment process to shift some resources and support some case management functions
- Can't find PD focused on instructional strategies
- Training/models = teams analyzing data